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ABSTRACT

This book offers a broad range of perspectives on the study of literacy in which reading and writing is examined as it occurs in classrooms, businesses, communities, and families, among other settings. The book contains the following chapters: (1) "In Search of Meaning" (Judith Green); (2) "The Development of Literacy: Access, Acquisition and Instruction" (Scott Paris and Karen Wixson); (3) "Illiteracy as a Social Fault" (David Smith); (4) "Using Cohesion Analysis to Understand Access to Knowledge" (James Collins); (5) "Sulking, Stepping and Tracking: The Effects of Attitude Assessment on Access to Literacy" (Perry Gilmore); (6) "Reading as a Social Process in a Middle School Classroom" (David Bloome); (7) "Classroom Interaction and Curricular Content" (Rebecca Barr); (8) "An Exploration of Reader-Text Interaction in a Small Group Discussion" (Joanne M. Golden); (9) "Teaching Writing as Communication: The Use of Ethnographic Findings in Classroom Practice" (Luis Moll and Rosa Diaz); (10) "Literacy at School and Literacy at Work" (Barbara Hutson); (11) "Workbooks: What They Can Teach Children about Forms" (Deborah Keller-Cohen and Janet Heineken); (12) "Literacy, Language, and Schooling: State Policy Implications" (Cynthia Wallat); (13) "Policy Development in Reading Education" (John Guthrie); (14) "Literacy in Society: Readers and Writers in the Worlds of Discourse" (Jay Robinson); and (15) "Literacy Instruction in Secondary School Classroom Contexts" (Gladys Knott). (MS)

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